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ABSTRACT

The first part of the leader's guide for the workshop on bilingual program evaluation design is presented. The two-part guide is accompanied by a participant's handbook and a workshop text. The evaluation design workshop is the second of five 4-hour workshops designed to meet the basic information needs of teachers and administrators with little knowledge of evaluation programs. The other workshops cover an overview of evaluation, student testing and assessment, implementation evaluation, and evaluation management. The leader's guide provides guidelines for workshop organization and preparation, room arrangement, and scheduling as well as scripts for introducing and conducting workshop activities. The five activities described in the first part focus on basic design concepts and cover identifying threats to evaluation validity, identifying the necessary questions, specifying implementation and outcome questions, and making the transition from instrumentation to data analysis. (RW)

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Bilingual Evaluation Technical Assistance

Workshop II

Planning for Evaluation Design

Leader's Guide

Center for the Study of Evaluation

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Morning Workshop

Basic Concepts of Design

The mission of the Center for the Study of Evaluation is to conduct inquiry, from a variety of perspectives, into the nature of educational programs and services. Our commitment to inquiry into the field of evaluation grows from the belief that school practices and the competencies and satisfactions of those who participate in the educational enterprise can benefit from information collected in accordance with social science methodologies. Activities of CSE involve study of the instruments and methodologies for collecting information as well as the sociopolitical contexts of educational decisions as a means of contributing to the long-range growth in effectiveness of public education.

Information about CSE and its publications may be obtained by writing to:

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HOW TO ORGANIZE THE WORKSHOP

Recruitment

The BETA workshops were designed for audiences with three levels of involvement with bilingual evaluation. At the most general level, all people involved in bilingual program, both bilingual and monolingual program teachers, students, parents, and community members will find some parts of the materials valuable. A second audience is educators directly involved in bilingual program planning and implementation who are familiar with many of the general principles of curriculum development and testing, but who have no special training in evaluation. The third group for whom the materials were designed is research and evaluation specialists who may not be well-acquainted with the special demands of bilingual program evaluation. Since the concerns of these three audiences are often very disparate, we suggest that you organize workshops to serve each group separately. Thus, workshops will serve one of the following categories of levels of expertise:

G: Workshops for all levels of expertise including parents and community.

S: Teachers, administrators and school site staff with instructional and administrative experience in bilingual programs, but no specialized evaluation training.

R: Evaluators and research staff familiar with design, measurement and implementation procedures used in program evaluation, but unfamiliar with the special demands of bilingual program evaluation.

Notifying Participants

Remind each workshop participant of the workshop about one week prior to the session. Emphasize that the workshop, unlike many conferences and meetings, will require their active participation. Encourage them to bring with them to the sessions questions and materials from their own programs that are related to bilingual evaluation. Explain that the workshops are designed as working and troubleshooting sessions for their own concerns and the intent is to provide immediate help in planning bilingual evaluations.

Planning Lunch and Refreshments

To maintain the workshop schedule, it is advisable that the participants receive lunch and refreshments in the workshop room, or in an adjacent room. A pre-arranged lunch menu will avoid the confusion and inevitable delays associated with placing individual lunch orders. If the sessions are to run during normal working hours, fifteen minutes can be spared for coffee breaks. Better yet, have coffee and refreshments available to the participants throughout the session. The latter approach seems to work better, if the participants are told politely that they should not spend excessive time around the coffee pot during the session.

Pre-Workshop Preparation Checklist

Use the checklist below to ensure that the proper materials are obtained for conducting the workshop:

The following items are the responsibility of the Workshop Leader:

_____Seating and workspace for workshop participants

_____A table for the Leader's materials and Overhead Projector

_____A blackboard for summarizing discussion activities

_____A room large enough to hold the required worktables and chairs for participants.

_____A workshop location that has lunch and snack facilities so that participants can eat together and take breaks with a minimum of time spent in travel.

The following items are supplied by the Workshop Distributor:

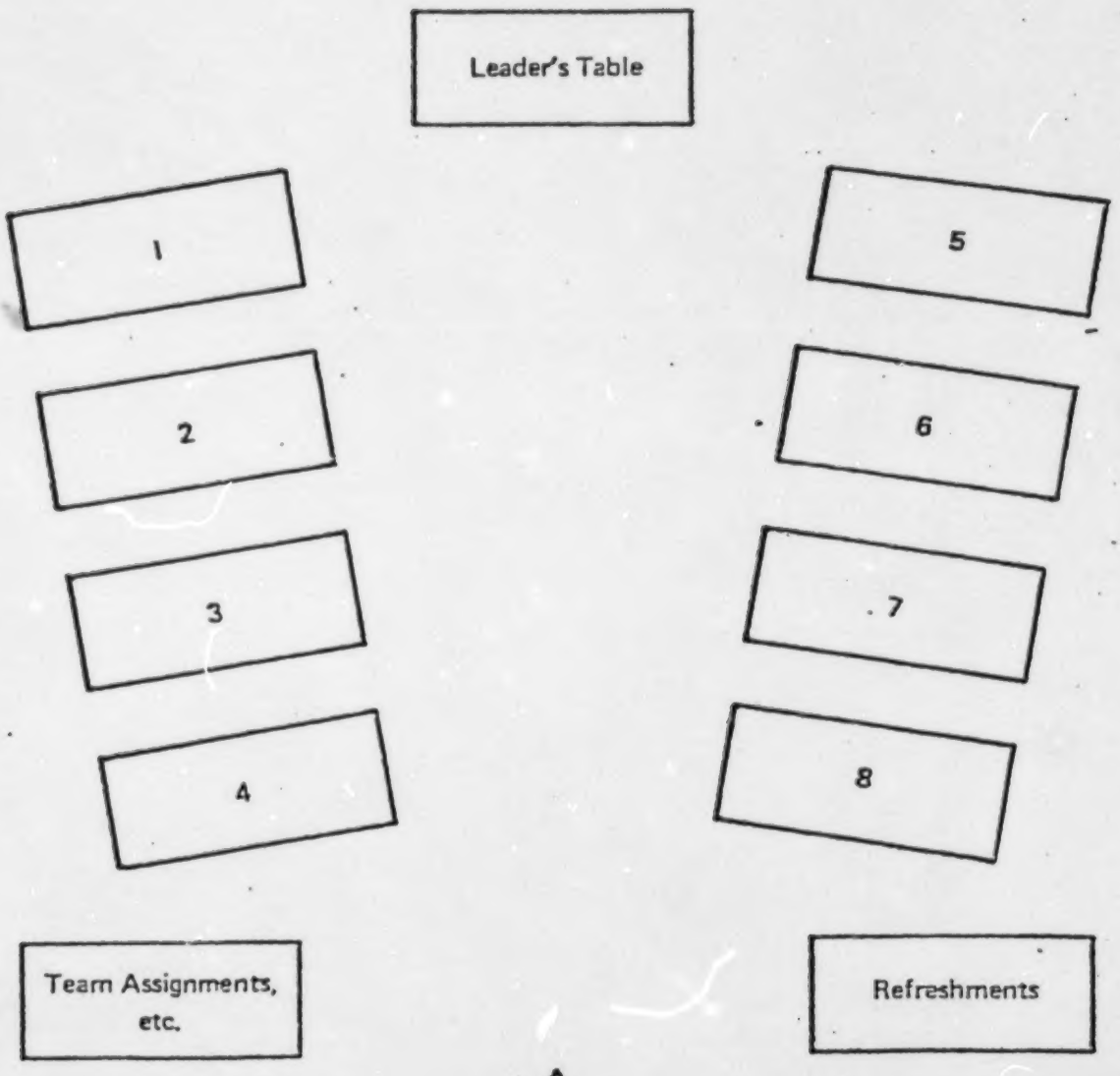
_____Leader's manual

_____One Workshop Text for each participant

_____One Participant's Handbook for each participant

Room Arrangement

A sample room arrangement for 24 participants (eight teams) appears below.



INSTRUCTIONS FOR USING THE LEADER'S MANUAL

This Manual describes the workshop, presents information necessary to provide instruction leading to workshop exercises and provides step by step instructions for conducting the workshop.

The Leader should become familiar with all workshop materials, Guide, Text, and Participant's Handbook, before attempting to conduct the workshop.

The major goal of the Bilingual Evaluation Technical Assistance materials is to provide practitioners with practice in planning bilingual evaluations and with an overview of the issues that must be addressed during such evaluations.

THE WORKSHOP LEADER SHOULD READ THE ENTIRE MANUAL BEFORE CONDUCTING THE WORKSHOP.

The Script, Extracts, and Directions to Leader

Each page of the Leader's Manual is divided into two parts. The left-hand portion of the page contains a blocked-off instructional "script." The following is an example of this script, which is read by the Workshop Leader:

Script

> The purpose of this workshop is to introduce you to the basic concepts in bilingual evaluation.

If the Leader is unsure of the content of a workshop or with certain segments of it, she/he should adhere to the script. When scripted material is familiar to the Leader, she/he may wish to refer only to the extracts for guidance. These extracts appear on the right hand side of the script.

Script	Extract
...a design is a strategy which dictates from whom evaluation information will be collected, with what measuring device, and when data collection will occur..	Design Defined

Directions to the Leader consist of materials which appear between blocks of script. These directions may refer to such things as points the Leader should discuss, administrative materials, or how to organize an activity.

Script	Extract
You will have five minutes to read the materials in this section. Do not go on to the next section until I ask you to.	Background Information

(Directions) When the participants have read the section, answer any general or procedural questions based on the materials. After any discussion, go on to say:

GENERAL WORKSHOP SCHEDULE

This workshop has been designed to accomplish its objectives within four hours of instruction. Below you will find a general time schedule and the times allotted for each activity. Please detach this page for use during instruction.

Morning Workshop	Time	Activity
Basic Evaluation Concepts	8:00-8:20 AM	Coffee, introductions, and general announcements
	8:20-9:40	Threats to Validity
	9:40-10:00	Evaluation Concepts
	10:00	Break
	10:15-10:30	Planning Activities
	10:30-11:15	Step 1: The Necessary Questions
	11:15-12:30 PM	Steps 2-3: Sampling and Instrumentation
	12:30	Lunch
Afternoon Workshop		
Selecting Evaluation Designs	1:00 PM	Coffee, introductions, and general announcements
	3:00	Break
	5:00	Workshop Ends

Leader's Guide

BETA Workshop II: Planning for Design

In this session we'll be working on how to go about planning the design of a bilingual program evaluation.

Let me begin by telling you a bit about the Center, CSE, and the project that developed the materials we'll be using in this session.

CSE

First, CSE -- The Center for the Study of Evaluation at UCLA. Since 1966, CSE has been doing research and development in the areas of testing and evaluation. At the present time, there are two major programs at CSE -- one dealing with testing concerns, and the other with issues in evaluation. In each program there are two projects; one looks at the present practices and uses of information, and the other looks at issues that might lead to future improvement in practice and use of information.

BETA

Second, the project from previous work at CSE that developed these materials. That project is called BETA -- Bilingual Evaluation Technical Assistance Project.

BETA has developed a series of workshops, like this one, to give people some initial training in bilingual program evaluation. The workshops were developed from two different perspectives: (1) they take into account federal and state requirements that need to be considered by bilingual program evaluators, and (2) they try to meet the information needs of practitioners at various levels of involvement in bilingual

programs.

BETA OUTLOOK ON EVALUATION

BETA workshops reflect beliefs that: (1) evaluation is designed to meet different kinds of information needs; (2) evaluation is often a team effort that needs constant communication between members of the evaluation team, decision makers, and the staff affected by the evaluation or its findings; (3) evaluation's principal goal is to gather information useful for program improvement; and (4) evaluation should rely on systematic data collection from a variety of different sources.

BETA workshops are intended on the one hand for teachers, administrators, and other school staff with experience in bilingual education but who may have little formal training in testing and evaluation, and on the other hand for evaluation and research people familiar with evaluation procedures but who are perhaps less familiar with the special needs of bilingual programs.

REVIEW OF BETA WORKSHOPS

BETA has five workshops, each providing about four hours of training. These five workshops cover the topics of understanding the bilingual program, evaluation design, testing and assessment, implementation evaluation, and evaluation management. Let me take a minute to tell you a little about each of these workshops.

OVERVIEW

Workshop I is an Orientation to Bilingual evaluation. It

defines a particular approach to evaluation, gives the historical and legislative background to evaluation, covers the many ways bilingual programs can differ, gives a broad picture of the problems in testing and design, and offers broad suggestions for bilingual program evaluation. These areas are covered in more detail in the other four workshops. For example,

DESIGN

Workshop II (this workshop) deals with Planning the Evaluation Design. It introduces the basic elements of evaluation design -- such as developing evaluation questions, deciding what parts of the program to examine, selecting measures, and planning data analysis. It covers thirteen possible evaluation designs.

ASSESSMENT

Workshop III deals with Planning for Student Assessment. It looks at one particular concern in evaluation design -- instruments to measure what the program is doing. For example, it talks about the purposes of testing, the possible skills to be tested, and deciding which kinds of test are most appropriate.

IMPLEMENTATION EVALUATION

Workshop IV looks at Planning for Implementation Evaluation. This workshop is a partner to the units on design and assessment. It covers ways to describe and document how the bilingual program was implemented.

Workshop V is concerned with Evaluation Management. It gives a breakdown of the major jobs involved in the management of the evaluation process as well as practice exercises on these jobs. These jobs consist of scheduling, staffing, budgeting, monitoring, and reporting.

These are the major training concerns of BETA. Do you have any questions about CSE, BETA, or the workshops before we go on?

MANAGEMENT

ANSWER ANY GENERAL OR PROCEDURAL QUESTIONS, THEN SAY:

Planning for Evaluation Design is the second in a series of five workshops developed to provide bilingual program staff with evaluation planning strategies. This session will give you practice in selecting data collection strategies appropriate for answering required evaluation concerns and for providing desired information to local program staff. Other BETA workshops provide assistance in selecting student assessment instruments, conducting an implementation evaluation, and managing the evaluation endeavor. If after completing this workshop, you are interested in the other planning activities, you may get further information from _____.

BETA OVERVIEW

WORKSHOP OBJECTIVES

The purposes of this workshop are three:

1) To acquaint you with the basic threats to validity of your evaluation results;
2) To introduce you to the fundamental concepts in evaluation design that deal with these validity threats;
3) To give you practice in suggesting designs appropriate for commonly-asked questions in bilingual evaluation.

Some of you may be quite familiar with the strategies and terminology associated with evaluation; for others of you, this is an introduction.

INTRODUCTIONS

Team Concept

Let's take a minute to introduce ourselves. I'm _____ and work _____. As we go around the room, stand up, state your name and position and tell us what kinds of evaluation design concerns are of interest to you.

Go around the room in a systematic fashion. After introductions, if participants seem amenable, reseat the group so that experienced and inexperienced evaluators are at the same tables.

We have very little time today and a lot planned. A copy of the workshop schedule in included in your Participant's Handbook on page __. (Show schedule on overhead -- point out coffee breaks, availability of refreshments, and location of restrooms).

SCHEDULE

Do not feel that you have to "absorb" everything you hear today all at once. I am distributing the text accompanying this workshop for reference today and for review later. You will find the concepts presented today and the sample evaluation designs explained more fully in these texts which you can read at your leisure.

DISTRIBUTE TEXTS

Hand out texts.

You will want to refer to specific sections of the text as we work here today. When this is appropriate, I will indicate the page numbers at the beginning of an activity. Otherwise, the only materials you will need are a pen/pencil and the Participant's Handbook that you reveived when you registered.

The topic of this workshop is "Planning Evaluation Designs." Let's start by clarifying just what it is we mean by evaluation.

DISCUSSION: WHAT IS EVALUATION

BETA sees evaluation as the process of selecting, collecting, and interpreting information for the purpose of keeping various audiences informed about a program. Usually these audiences will use the information to make decisions. And the kinds of decisions they'll make about a bilingual program depend on the stage of development of the program. For example, a bilingual program can be seen as taking place in four phases:

First, Needs assessment: During needs assessment, the need for the program is established. This involves the assessing of students to see the range of English language proficiencies that exist and using this information to determine the most appropriate kind of bilingual program to meet students' needs.

Second, Program planning: Here teachers, parents and other community members, curriculum experts, and others will plan a program to meet the goals determined by the needs assessment. Plans should also be laid at this time for the evaluation of the program. This involves consideration of the best evaluation design, measures to be used, and means of analysis and reporting. In this phase, plans for managing the evaluation should also be developed.

The first two phases are concerned with establishing the program and its goals. A need assessment sets goal priori-

ties; program planning describes the program to reach these goals. This approach makes one basic prescription about how an evaluation should proceed: it should address the goals and processes of the particular program being evaluated. So the evaluator should begin by looking at the goals and processes of the particular bilingual program and design an evaluation appropriate to that set of goals and program processes. In addition, to make sure that the information gathered will be useful, both for people in the program and for audiences external to the program, the evaluator should also plan to describe and document what the program looks like while it is in operation.

Third, Formative evaluation: Formative evaluation involves collecting and sharing information for program improvement. While a program is being installed, the formative evaluator tries to provide the program planners and staff with implementation information to help adjust it to the situation and improve it. Eventually, of course, people will want to know how good the program is, or whether or not to continue with it. But these questions can't be answered right away. They must wait for a summative evaluation that asks about the overall value and effect of a program.

While the program is in the developmental stage, the evaluator tries to provide a wide range of program implemen-

tation information. This information can be used to decide if the program needs to be modified from the original intentions and to make sure that students are making progress. This kind of information will be used to modify and improve the program.

Fourth, Summative evaluation: Summative evaluation looks at the total impact of the program. Only when a program has passed its developmental stage and is functioning as intended, can it be summarily described and perhaps judged. This summary evaluation, the kind of evaluation most often conducted, includes a description of what the program looked like and an estimation of its effect on student outcomes.

Implicit in these four phases of program development and evaluation is the notion of program documentation. Documemtation of a bilingual program which unfortunately doesn't happen too often, is crucial. It adds to the evaluation component an element that fully describes the bilingual practices followed in the program, and those events and processes which interacted to achieve outcomes. This kind of documentation should be in a form that describes all the crucial features of the program. If worthwhile results are found in a program, the program may be worth maintaining both to test its effects in the future and to allow other people to judge

the relevance of the program in another setting. So, simple statements of outcome and estimation of effect are not in themselves sufficient fo fully demonstrate program achievements. What is needed is a thorough description which, along with statements of outcome, will document the interactions of process and events that helped make the program what it is and what it accomplished.

This approach to evaluation considers a broad range of important concerns: it covers context characteristics such as class size, school and district characteristics, and the time frame of the program; it looks at student characteristics such as age, differing linguistic backgrounds, ability, and attitudes; it deals with program outcomes that include both anticipated and unanticipated effects. It focuses data collection where program effects are most likely to occur; it involves a wide variety of information, both process and outcome. Above all, it attempts to provide credible and useful information for a broad range of educational decisions.

And credibility and usefulness are what a good evaluation is all about. To build in credibility and usefulness, the evaluation needs a good management system. And that management system, as I mentioned, will involve careful scheduling, staffing, budgeting, monitoring, and reporting.

So that's the approach to evaluation we'll keep in mind

when we go through the exercises in design, and these exercises will cover the five stages I just mentioned.

Do you have any questions before we go on?

ANSWER ANY GENERAL OR PROCEDURAL QUESTIONS, THEN SAY:

Now where will an evaluation design fit into the process of evaluation?

Allow about 5 minutes discussion while you list definitions on the board. When the group has honed down its definition, proceed to the next section.

From our definition we see that evaluation designs are systematic data collection strategies that tell us from whom evaluation information is collected, with what instruments and when. These designs vary according to the kinds of questions asked in the evaluation. An additional part of the design, of course, is the data analysis strategy you will use to look at the information you collected in order to make sense out of it.

DESIGN DEFINED

Now, why do we need systematic data collection if our real

DISCUSSION:

concern is simply to provide information to our own people in the program and district?

WHY DESIGN?

Allow 5 minutes discussion of Why Design. List reasons. When group has honed definition, proceed.

REASONS FOR DESIGN

The primary reasons for using designs is to enhance the quality of evaluation information. When you use systematic data collection strategies, you elevate your findings from the realm of "educated guesses" to the status of trustworthy information.

A good design in one that eliminates competing explanations for observed results. Just what does this mean? Let's take a look at a "typical" evaluation, conducted not so long ago, to see if something in the evaluator's data collection procedures has allowed us to question the results. Turn to the first activity in your Handbook and to the section marked "Evaluation Design: Appledale School District." Read, with the members at your table, the description of this actual evaluation. Then, work together to answer the questions on the Activity 1: Identifying Threats to Validity.

ACTIVITY #1 PART 1

I will give you about 15 minutes to complete this activity.

Stop here and allow participants to begin work. Circulate among the tables and help participants to organize and focus on the "flaws" in the Evaluation Design.

When participants have had time to complete most of Activity 1: Identifying Threats to Validity, put Overhead: Activity 1 on screen and ask for participants to check to see how many of the same questions they have. Add in grease pencil additional validity threats that the participants have identified.

Flaws in the conceptualization and data collection procedures of the Appledale Evaluation threatened the validity of conclusions presented in the evaluation report. In order for you to be able to say with confidence that program experiences are linked in some direct way to program results, you must be able to state three things that the Appledale Evaluator was unable to say:

1) Program participants' background characteristics or development alone were not responsible for results.
2) The measures you used and how they were administered substantiate your inferences.
3) Participants did not acquire the desired outcomes outside of the program.

We can see then, that there are three sources that may provide competing explanations for your evaluation findings: the sample, the instruments, or extraneous factors.

THREATS TO VALIDITY

Let's take a few minutes to review some of the major threats to validity of an evaluation. Read the brief summary in your handbook in the next 10 minutes, then with others at your table review the brief descriptions of evaluations on the following page and check off the threats to validity that you find.

ACTIVITY #1

PART 2

Allow 20 minutes for this activity, then ask each group to list the threats to <u>one</u> evaluation,

(or)

Have the group go <u>back</u> to the Applegate evaluation plan and label the threats to validity they found on their activity sheets.

What are some of the threats to validity you found in the simulated evaluations?

FEEDBACK

THREATS

Get audience participation. If they did the Applegate Evaluations, the threats are: Instrumentation--timing, administration, wrong test levels, Sample--mortality, representativeness (comparison with norm group may represent a different population of students than the bilingual sample). Extraneous factors--Happy Days and Teacher Growth Programs.

If your group did the 3 evaluations, the answers are: Evaluation 1: Sample--representativeness; Evaluation 2: Instrumentation: wrong behaviors asked; Evaluation 3: Instrumentation: over-infering, late progress can be due to the slower acquisition of 2nd language proficiency and its dependence on 1st language proficiency.

You have seen that a number of factors exist which, if not taken into account in the planning of your evaluation, can

DESIGN

CONCEPTS

threaten conclusions. A skeptic can rightfully attack the results of a poorly-designed student if it does not rule out alternative explanations of results. Three powerful design concepts will help you counter some of the threats to validity. These are: comparison; controlled assignment and multiple design. Take a minute to review these concepts on the reading summary included in your handbook. You may wish to refer to pages 28-32 of the workshop texts for a more detailed discussion of these three design features.

Allow participants 5 minutes to read.

Let's review for a minute the ways in which the concepts of comparison controlled assignment and multiple designs can help reduce threats to validity and eliminate competing explanations for evaluation results.

APPLYING DESIGN CONCEPTS

Why is comparison likely to eliminate competing reasons for program effects?

In bilingual programs what is the likelihood of finding appropriate comparison groups?

When might you be able to do controlled assignment? Could you randomly assign students to classrooms within a program? To groups within a classroom? To schools within a district?

If you cannot randomize, or use controlled assignment, how can you pinpoint those parts of the program that might be effective?

Can you suggest several ways of looking at the relationship between time of instruction in the native language and reading achievement?

Can you suggest several ways of looking at student self-concept that would lead to statements about how the program was promoting this?

OVERHEAD: PLANNING EVALUATION DESIGNS

Step 1. Identify the Necessary Questions

I. Identify and organize relevant decision makers of evaluation

a. Meet with stakeholders and identify their information needs

b. Ask: What do you want to know? How will information be used?

II. Consider the stage of program development

a. Should the focus be on implementation and formative evaluation?

b. Should the focus be on outcomes and summative evaluation?

III. Select the most appropriate evaluation questions

a. As determined by law and state policy

b. As determined by decision makers

c. As determined by stage of program development

Step 2. Select the Relevant Sample

I. Who must you describe or make inferences about?

a. Who is available, when, and is it intrusive to interview/observe/test?

b. How many of these people will you need to sample to make credible inferences?

II. Will you have to generalize about individual student subgroups, schools, grade levels or programs?

III. What kinds of comparisons are you required to make to provide needed information?

a. No treatment expectations

b. To norm groups

c. To students in other bilingual programs

d. Longitudinal

e. To age/grade cohorts

Step 3. Select the Appropriate Instruments

I. For describing the program

II. For investigating program dynamics

III. For examining program outcomes/effects

See Also

Planning for Student Assessment

Planning for Implementation Evaluation

Step 4. Set a Timeline for Data Collection

I. Schedule achievement tests to coincide with existing programs and testing

II. Observation, interview, questionnaire data to be non-intrusive of instructional time

III. With reference to norming dates, report deadlines, in time to be of use to program stuff

Step 5. Data Analysis

I. Determine data analysis needs (computer time and expertise, secretarial assistance, input for interpretation of data)

II. Organize collected data for analysis

III. Do descriptive statistics, tables, graphs

IV. Perform statistical analyses

V. Organize results; perform additional analyses as indicated

Now we will begin with the planning of an evaluation design. The planning process has 5 steps: 1) Identifying the necessary questions; 2) selecting the units of observation; 3) selecting the instruments; 4) setting a timeline; and 5) analyzing data. We will go through each of these steps with a simulated bilingual program. You will be asked to review the program in order to create an evaluation design and will be provided with feedback about the adequacy of your design from what actually was done in this particular bilingual program.

STEPS IN PLANNING THE DESIGN

Put Overhead: "Planning Designs" on board and review basics orally with group.

Let's begin with Step 1. Identify the necessary questions. One of the assumptions made at CSE about evaluation is that it should be designed to provide <u>useful</u> information to decision makers, with an emphasis on information that will improve the program and student performance.

In order to make your evaluation both useful and relevant to program improvement, you will want to assemble those stakeholders in the evaluation and ask four important questions:

What is the purpose of the evaluation?

STEP 1
THE NECESSARY QUESTIONS

How will the information be used and whom?

What will we know after the evaluation that we don't already know?

What will we be able to do after the evaluation that we can't do now for lack of information?

The answers to these questions will provide you with the questions that guide the evaluation, the audience, and provide you with clues to program priorities.

In formulating the evaluation questions, then, the evaluator has two tasks:

1) to identify and organize the relevant decision makers to find out what they need to know
2) to share with these people the alternatives they have and the kinds of information that it will be possible to collect to answer those questions. Turn now to the Simulation Materials. Read the description of the district and the program objectives. Then with others at your table, identify the decision makers and create a list of evaluation questions.

WHAT THE EVALUATOR ASKS

WHAT THE EVALUATOR DOES

ACTIVITY #2

OVERHEAD: ACTIVITY 2: INFORMATION NEEDS

II. Sample Evaluation Questions

A. Teaching strategies

What are the teachers doing to provide practice in reading? in math?

Which language is used for introduction of material, feedback, casual comment?

How much instructional time is allocated to each of the program objectives?

How much instructional time in each language is allocated to each objective?

B. Materials

Which materials are being used?

How are materials assigned by students?

Are materials being used as intended by the teacher/developer?

How much was covered?

What difficulties do students seem to be having using the materials?

C. Student and staff attitude

Is student self-concept inproving?

Do students feel free to use both the native language and English?

Are teachers comfortable teaching in either language?

Do teachers feel comfortable with the aides and other auxilliary personnel?

Do students enjoy/feel comfortable in the program?

Is attendance good?

Is class control and rapport good?

Do students have positive attitudes toward their own and other cultures?

D. Program outcomes/effects

Do parents know about and/or support what students are doing in school?

Do other school site staff think the program is valuable?

Are children "labelled" or treated differently as a result of being in the program?

What is the present student level of proficiency in English? How close is it to the exit/mainstreaming criteria?

What is the present student proficiency level in math? How close is it to exit criteria?

What is the proficiency level in the native language and how is this associated with achievement in English and other subjects?

E. Extraneous factors

Are other programs in the school supportive of the bilingual program?

Do parents see the bilingual program as a positive influence on students?

Do parents support the bilingual program/is support growing?

Are teachers actively seeking to upgrade skills and knowledge?

Are non-program teachers expressing an interest in joining the program or offering "help" to program staff?

Is district and school site administrative supporting the program by offering inservice/released time for progressional development?

What other programs offer instruction in objectives taught in bilingual programs?

OVERHEAD: ACTIVITY 2: EVALUATION QUESTIONS

I. Stakeholders in the evaluation and their concerns

A. Parents

Are my students learning English and progressing well in other subjects?

Is being in the program beneficial to my child or does it set him apart?

Is my child doing better as a result of the program?

B. Teachers

Are my students learning English as well as if there were no program?

Which objectives have my students mastered?

Where do my students need more help?

Are the materials at the right difficulty level and interesting?

Do children like my class and feel comfortable there?

C. Other school site staff and administrator

Is the program really necessary?

Is the money being spent effectively?

Are students doing better in other classes as a result of the program?

(Administration) Are teachers doing a good job in the classroom?

Is classroom control and achievement up to par for the school?

Is student attendance regular?

D. School Board

Is the money being wasted?

Are students learning?

How long will it take before students are mainstreamed?

E. Funding Agency

How are students doing compared to what they would have done in the absence of the program?

What are the pupil placement procedures?

What are the exit criteria?

Are students being mainstreamed/learning their native language as intended?

Are all eligible students receiving the program?

As you can see from the possible kinds of information that various audiences want and the many questions you generated for each part of the instructional program, that narrowing down the focus of the evaluation is an essential task of the evaluator. Three factors will play a part in determining the final set of questions that will guide your evaluations: 1) legislative requirements; 2) local information needs; 3) the stage of program development.

FOCUSING THE EVALUATION

Your funding source, almost inevitably, will require census, staffing, and student achievement information, most probably from standardized norm-referenced tests.

FUNDERS

The local staff will be very interested in student achievement vis-a-vis particular program goals and on information for instructional improvement.

LOCAL NEEDS

The stage of program development will set limits on the kinds and quality of information you can provide for each of these questions. In the early stages of program development, you must first determine if the program exists, what is happening and how well the program is being implemented as planned. Student achievement information will be gathered of course, but for many maintenance programs, one year is too soon to see the effects of native language proficiency on second language acquisition. Therefore, a first year evaluation would be most interested in program <u>description</u>,

STAGE OF PROGRAM

documentation of techniques, materials, instruments and outcomes. The second and third years would focus on program improvement information gathered from an evaluation of implementation, how faithfully the program is being implemented as planned. Later years could investigate whether program goals had been satisfactorily achieved and if the program was the best alternative for bilingual instruction. Student achievement information is crucial during all kinds of these phases; 1) for pinpointing program strengths and weaknesses; 2) for ascertaining the relationship between level of implementation and student growth; and 3) for establishing baseline information about student achievement.

EVALUATION FOCI AT DIFFERENT PROGRAM STAGES

Perhaps, however, the one question that all of you will have to address as bilingual evaluators is that regarding student achievement. Inevitably, you will be asked to provide information about student achievement that will be used to answer the questions. How are students in the program doing compared to what they would have done without the program? In addition, you will be asked to provide comparitive data related to this question. As this is one of the overriding concerns of funders, let's take a minute to list the ways that we can formulate evaluation questions aimed at investigating bilingual student achievement compared with a "No treatment expectation.

OUTCOMES QUESTIONS

ACTIVITY #3

Solicit suggested questions from the group, then place the overhead with the five outcome questions on the projector.

Almost always, one of these five questions will appear in every evaluation design. In addition, you may want to add two more important questions:

Is the program being implemented as planned?

How can the program be improved?

IMPLEMENTATION QUESTIONS

One outcome question and the two implementation questions designed to provide formative evaluation information can serve as a core set of questions for many evaluations.

OVERHEAD: ACTIVITY 3: NECESSARY OUTCOMES QUESTIONS

Outcome Questions Designed to Provide Comparative Information

1.

A. How well are students in the program doing compared to what they would have done without a bilingual program, or had they been enrolled in a different kind of bilingual program?

B. How well are students in my program doing compared to students not qualifying for the bilingual program, e.g., English proficient students?

C. How well are students doing compared to a national norm group?

D. How well are students doing compared to a prespecified standard?

E. How are outcomes of program participants changing over time?

Implementation Questions Commonly Asked

2. Is the program being implemented as planned?

3. How can the program be improved?

Once we have identified the necessary questions, and let us for the purpose of this workshop say that we will focus on three global ones: How well students are doing in English achievement compared to something, if the program is being implemented as planned, and how to improve the program, we need to look simultaneously at who we will get information from (our sample) and how (our instruments).

DIRECTIONS FOR SAMPLING AND INSTRUMENTATION PLAN

Perhaps the best way to determine a sampling plan and to select instruments is to take a look at the real-life contingencies that must be met. Let's begin by reviewing the evaluation criteria for the same school district we worked with in identifying the necessary questions. After you have read the description, work together at your tables to complete the activity sheet that asks you what comparisons you would make, who you would sample, and with what kinds of measures. You do not need to be so specific as to say give the names of particular instruments, although if you know of some particularly valuable ones, you should list them and we will discuss these recommendations during the feedback for this exercise.

Included with the simulation is a checklist of kinds of data useful in program evaluation. You will wish to refer to this list to determine what parts of the program you will look at to answer evaluation questions and how.

ACTIVITY #4

Give participants 10 minutes to read the simulation and 20 minutes to fill out the Activity Sheet 4: Sampling and Instrumentation Plan.

Assign separate groups to report on different questions. Have groups give their answers with others adding. Then refer participants to the text for further information about criteria for sampling and information.

What we did in this exercise was quite brief. Of course we were not paying particular attention to instrument quality and the threats posed by instrumentation. You, when you are doing your actual evaluation design, cannot be so carefree. You will need to select the best instruments available, as well as develop some, and try to document their quality. For further information about instrument and sample selection, you will want to review pages - in this workshop text or the workshop text for BETA Workshop III: Planning for Student Assessment.

Now let's assume that we have indeed selected quality instruments and sampled the right people in the appropriate quantity. What would be the next step in the evaluation design?

ACTIVITY #5

TRANSITION FROM INSTRUMENTATION TO DATA ANALYSIS

Wait for answers: Data Analysis

That's right, analyzing or examing the information we have collected. The purpose of this workshop is not to teach you data analysis techniques. However, there are a few plan-

ning activities connected with data analysis that you will want to review.

Place overhead: "Suggestions for Data Analysis" and allow participant time to go through the steps as you define terms and answer questions. Refer them to the workshop text for a list of data analysis references or to How to Calculate Statistics, by Lynn Morris, Sage Publications, or to any references you have found especially helpful. Also refer them to Statistical Package for the Social Sciences which provides good descriptions of data analysis procedures as well as computer programs.

DATA ANALYSIS

AFTER X MINUTES OF DISCUSSION SAY:

Before we close, I will pass out participant evaluation form of this workshop. Please help us to improve the workshop by taking a few minutes to give us your evaluation of the workshop.

PARTICIPANT EVALUATION